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ABSTRACT

The teacher's guide contains interdisciplinary activities for all grade levels based on the inauguration of President Carter. The first section suggests ways of developing skills and competencies in self-actualization, communication, consumer/producer affairs, social-political values, and mathematical analysis. For example, students are encouraged to collect newspaper articles which illustrate Carter's opinions about how Americans value the sharing of governmental powers. Section two presents activities in nine content areas: business, distributive education, English, foreign languages, health occupations, home economics, music, science, and social studies. Poetry interpretation, writing letters of welcome to the Carter family, simulation of a television interview with members of the First Family or Cabinet members, research about music used in past inaugurals, and comparison of different countries' election processes are among the activities suggested. Teachers are encouraged to team teach the projects using an interdisciplinary approach. A third section contains a list of five books about President Carter and references to current periodicals which discuss political events. (AV)

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THE D.C. PUBLIC SCHOOLS

SALUTE

JAMES EARL CARTER

"Jimmy"

THE THIRTY-NINTH PRESIDENT OF THE UNITED STATES

OFFICE OF INSTRUCTION
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
JANUARY 1977

SO 010 313

VINCENT E. REED
SUPERINTENDENT

"I see an America poised not only at the brink of a new century, but at the dawn of a new era of honest, compassionate, responsive government."

Jimmy Carter
May 28, 1976

The D.C. Public Schools Salute President Jimmy Carter

Through

Inaugural Week Activities

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- Social Studies

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Appendix: Remarks by Governor Carter at the Martin Luther King, Jr. Hospital

Introduction

The Office of Instruction offers this package of suggested activities to encourage teachers to plan lessons in celebration of the inauguration of President Jimmy Carter. The activities have been grouped into several categories with the hope that teachers at all grade levels and in all subject areas may find something that has significance for their classes. The complete package is being given to all teachers to encourage interdisciplinary interaction wherever possible. Conceivably the art teacher may find an idea listed in the home economics section which may be pertinent to art, or the social studies, science and English teachers may wish to plan a project cooperatively.

These activities may be adapted in any way that teachers feel will allow them to meet the needs and abilities of their students. Hopefully, the package will serve as a springboard for teachers to develop creative and innovative teaching strategies of their own. This package in no way attempts to exhaust all of the possible activities which will help students become aware of the historical significance of the inauguration of a President of the United States. The Office of Instruction expects that all teachers in the D.C. Public Schools will take advantage of this opportunity to involve students in thinking, writing, and speaking about this important event.

The Superintendent of Schools has invited a number of eminent educators who will be visiting in the city during the inaugural week to be guests in some of our schools. Teachers are encouraged to plan special inaugural activities to demonstrate our school systems unique capability to capitalize on local and national events in building life time competencies and enriching the educational experiences of our students.

The members of the Office of Instruction hope that the suggestions contained in this package will be helpful.

Skills and Competencies

In keeping with the competency based thrust of the curriculum (CBC), teachers may wish to choose inaugural activities with skill development in mind. Although most of the activities presented here have potential for more than one of the skill areas in CBC, it is possible to identify those which contribute significantly to a particular area of competency.

The following examples are provided to show how this method of choosing special projects can be done.

Self Actualization Skills

1. Have classroom students at elementary level compose music and words for their inaugural songs for performance in school program.

2. Encourage students to write poetry on the occasion of Mr. Carter's inauguration.

Communication Skills

1. Students may write and present skits on subjects of their choosing that are related to the inaugural celebrations on the arrival of the Carters in the District of Columbia.

2. Students may enjoy planning and carrying out interviews based on the inaugural events.

3. Conduct a 500 word essay contest using one of the following topics:

   The Role of the Small Businessman in the U.S. Economy
   The Influence of George Washington Carver on the Peanut Industry

Consumer/Producer Skills

1. Organize and conduct a week-long fund-raising sales campaign of un-shelled peanuts. Develop sales promotion materials and display these on bulletin boards. Classes are to select sales manager, advertising manager and a treasurer to direct the sales campaign. Conduct a sales promotion slogan contest, the winner to receive two free tickets to one of the inaugural balls.

2. Students may write an editorial or letter to the editor warning consumers about the importance of being selective when buying inaugural souvenirs. Although some souvenirs will be worthless, others may be both commemorative and valuable. Students may suggest items which would fall into either category, indicate costs, utility of the item, or historical worth. (The consumer warning could also take the format of a television editorial.)

Social Political Skills

Use President Carter's recent autobiography and recent newspaper articles to find out his point of view on the following values held by most Americans. (The class can be divided into groups with each group taking one value to work on.)

1. Americans value laws which change to meet the needs of changing times.

2. Americans value the spread of educational opportunities.

3. Americans value the principle that civilians should control the armed forces.

4. Americans believe that all ethnic and minority groups should share in the benefits provided by our free enterprise economy.

5. Americans value the sharing of the powers of government.

6. Americans value the pursuit of excellence in the quality of life.

Analytical Skills

Given adding and calculating machines and the total of $50,000 for activities connected with the inaugural address, students will be able to figure the dollar cost of the following items:

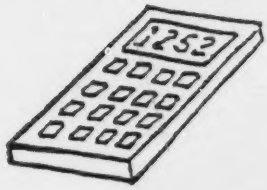
1. Construction of bleachers and platforms--33 per cent of total cost;

2. Installation of public address system--25 per cent of total cost;

3. Additional protective service--12 per cent of total cost; and

4. Program expenses, etc.--10 per cent of total cost.

Business Education



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   b. Installation of public address system--25 per cent of total cost;
   c. Additional protective service--12 per cent of total cost; and
   d. Program expenses, etc.--10 per cent of total cost.

2. Students will be given program information for the inaugural address and asked to type it in correct program format.

3. Students will be asked to compose a letter to the President-elect in the following manner:

   a. Write the letter in shorthand;
   b. Use all of the words given below; and
   c. Transcribe the letter using block style.

   Words to be used:

   inauguration, travel, parade, ball, address, President-elect, Plains, Georgia

Distributive Education

1. Conduct a 500 word essay contest using one of the following topics:

   The Role of the Small Businessman in the U.S. Economy
   The Influence of George Washington Carver on the Peanut Industry

2. Organize and conduct a week-long fund-raising sales campaign of un-shelled peanuts. Develop sales promoting materials and display these on bulletin boards. Classes are to select sales manager, advertising manager, and a treasurer to direct the sales campaign. Conduct a sales promoting slogan contest,

the winner to receive two free tickets to one of the inaugural balls.

3. Set up a panel discussion for three class periods to deal with the following topics:

   The impact of visitors to the inauguration on the hotel-restaurant industry;
   The arrangements, in terms of personnel, supplies, equipment, and services, to be made to accommodate these visitors.

English

Composition, Language, and Literature

Note to the Teacher:

The suggestions for English and language arts teachers include the following activities:

Interpretation of Poetry
Comparison and Contrast of Oratorical Styles
Analysis of a Cartoon
Writing Activities
Role Playing Activities

"THE GIFT OUTRIGHT"

The land was ours before we were the land's.
She was our land more than a hundred years
Before we were her people. She was ours
In Massachusetts, in Virginia,
But we were England's, still colonials,
Possessing what we still were unpossessed by,
Possessed by what we now no more possessed.
Something we were withholding made us weak
Until we found out that it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright
(The deed of gift was many deeds of war)
To the land vaguely realizing westward,
But still unstoried, artless, unenhanced,
Such as she was, such as she would become.

- Robert Frost

Interpretation of Poetry

Robert Frost, one of America's most renowned poets, wrote a poem to commemorate the inauguration of President John F. Kennedy. That poem, "The Gift Outright," has as much significance for Americans on the occasion of President Jimmy Carter's inauguration as it did then.

The theme of the poem is that of dedication and commitment to "our land of living," America. The poet suggests that in spite of the mixed loyalties which existed in the beginning, the country's growth gained momentum only after Americans gave the gift outright, themselves. The poet is optimistic that as long as we give ourselves, our energies, "The Gift Outright," America can realize its full potential. The theme is reminiscent of President Kennedy's admonition: "Ask not what your country can do for you, but what you can do for your country."

English teachers and social studies teachers may wish to plan lessons related to the poem.

Suggested Activities

1. Have students form small groups to read and interpret the poem. After the groups have reached concensus, one person, the recorder in each group, may then read the group report to the class. Inasmuch as there may be varying interpretations, a large group discussion may be necessary to arrive at a group decision about the meaning of the poem.

2. Students might focus on such questions as the following:

   a. What were the conflicting attitudes held by many early settlers before the American Revolution? (Some still considered themselves to be British subjects and were loyal to the king and England. Others were beginning to feel that they were no longer British subjects, but were colonials unfairly treated by the imposition of harsh laws, primary among them being taxation without representation.)
   b. How could the land be "ours before we were the land's"?
   c. Where were the earliest colonies founded?
   d. What was it that the early Americans hesitated to accept (that they "still were unpossessed by")? What was it that they were fearful of relinquishing but which they "now no more possessed"?

e. What was it that the early Americans were withholding that made the country weak?
f. When did the country begin to gain strength and grow?
g. What was the gift outright?
h. Define the words "unstoried," "artless," unenhanced" in the context of the poem.
i. Has America become what "she would become"? (Has America reached its full potential?)
j. How can President Carter help America become the country that it is capable of becoming?
k. What gifts can you bring to your country?

"The Gift Outright"
True-False Quiz

Note to Teacher: This assessment instrument has been designed to increase the ability of students to interpret poetry, not to penalize them for not interpreting the poem with 100% accuracy. In fact, the items may be used more effectively for analyzing and discussing the poem than for testing.

Directions: For each item, indicate whether you think the statement is true or false (accurate or inaccurate or reasonable or unreasonable) as an interpretation of the preceding quotation from the poem. Inasmuch as some of the statements are highly inferential, students who can reasonably or logically defend and support their answers from historical facts or from the content of the poem should be given credit.

A. "The land was ours before we were the land's."

____1. The first colonists settled in America for reasons other than love of America.
____2. The early colonists owned America from the time they first settled in this country.
____3. The early colonists may have felt some material ownership of the land, but they felt no personal loyalty to it.

B. "She was our land more than a hundred years before we were her people."

____4. After a hundred years, many of the settlers left the new country.

____5. After a hundred years, many of the colonists began to feel that they had established roots, family ties, responsibilities, and loyalties to the new country.
____6. Some of the colonists were beginning to think of themselves as people belonging to a new country.

C. ". . . She was ours in Massachusetts, in Virginia, but we were England's, still colonials, possessing what we still were unpossessed by, possessed by what we now no more possessed."

____7. Massachusetts and Virginia were two of the first colonies to be settled, but the colonists still felt that they were British subjects who were living abroad, colonizing a new territory for England.
____8. Physically and legally the colonists may have owned the land, but they still identified themselves as Englishmen and felt stronger ties with England than they did with America.
____9. In reality, the early Americans were British citizens, possessed by England, but they no longer had many of the rights and privileges of British citizens.
___10. The colonists had no possessions.

D. "Something we were withholding made us weak until we found out that it was ourselves we were withholding from our land of living, and forthwith found salvation in surrender."

___11. The colonists realized that the "something" they were withholding from the new country was themselves--their energies, their talents, their loyalties.
___12. The "land of our living" refers to England.
___13. As soon as the colonists surrendered to the idea that they were no longer British citizens but Americans, they began to feel that they could survive independently of England--that they could save themselves from oppression.

E. "Such as we were we gave ourselves outright (the deed of gift was many deeds of war) to the land vaguely realizing westward, but still unstoried, artless, unenhanced, such as she was, such as she would become."

___14. The gift outright was the gift of all the talents, hopes, dreams, enterprise, energy, and fortitude that "we, the people" had to give to our country.
___15. The "gift outright" was the gift of war.
___16. In some instances, the country had to fight wars to protect the deed of gift.

1.0
1.1
1.25
1.4
1.6
2.8
2.5
2.2
2.0
1.8

___17. The word "unstoried" suggests that because America was so young there were at that time no legends or stories of heroic deeds that had given this country the fame and traditions enjoyed by England.
___18. The word "artless" suggests that America was at that time crude, unsophisticated and undeveloped.
___19. The pronoun "we" refers to all Americans.
___20. The poet suggests that America would never become capable of reaching its full potential.

Key.

1. ___	6. ___	11. ___	16. ___
2. ___	7. ___	12. ___	17. ___
3. ___	8. ___	13. ___	18. ___
4. ___	9. ___	14. ___	19. ___
5. ___	10. ___	15. ___	20. ___

Remarks by Governor Carter
at the
Martin Luther King, Jr. Hospital
Los Angeles, California
June 1, 1976

Activities (See Appendix for text of Mr. Carter's speech.)

1. Discuss the rhetorical style used by Mr. Carter.

   a. Repetition of key words and phrases for effect
   b. Use of metaphors
   c. Use of parallelism of word groups and sentences
   d. Use of comparison and contrast

2. What comparisons or contrasts does Mr. Carter make between his life and that of Martin Luther King?

3. Compare the rhetorical style used by Mr. Carter with the style used by Abraham Lincoln in "The Gettysburg Address."

4. Find passages in Mr. Carter's speech which indicate that Mr. Carter had a great respect for the ideas Martin Luther King expressed in his "I Have a Dream" speech.

5. Have students select passages from the speech which impress them most and explain why they find their selections appealing.

6. Trace the historical stages outlined by Mr. Carter which created the political climate that made it possible for him, a southerner, to become a serious candidate for President of the United States.

7. Discuss the effect that Martin Luther King's "Dream" had on Mr. Carter and other Americans.

Strategies

1. Have a student tape record Mr. Carter's speech before class so that students may listen to the tape and make notes. This technique would provide opportunities for speaking and listening activities.

2. Produce copies of the speech as a handout for students so that they can read the speech silently or orally before beginning the suggested activities.

3. Play a recording of Martin Luther King's "I Have A Dream" speech so that students can compare the two speeches.

4. Provide copies of Abraham Lincoln's "Gettysburg Address" so that students may compare the rhetorical styles of Carter and Lincoln.

Cartoon removed by ERIC due to copyright law.

Washington Post, December 10, 1976, Editorial Page, A-8.

Analysis of a Cartoon

Activities:

Students should be given an opportunity to look at the cartoon for a few minutes. (If possible, the teacher could prepare a transparency and project the cartoon on an overhead projector.)

1. Students may write short statements - one liners - to suggest what each character in the cartoon is apparently thinking.

2. Students may attempt to describe the facial expression of several of the cartoon characters. What feelings (attitudes) are communicated by the way they look?

3. What problems are the Secret Service men having?

4. Which character seems to be the most comfortable?

5. Draw a sketch of the teacher who is not shown in the cartoon and write what the teacher's comment would probably be.

6. No words are used in the cartoon; yet a very clear message is communicated to the observer. Write an essay to discuss your reactions to the cartoon. What is the cartoonist saying to his audience?

7. Draw a cartoon of some aspect of the inauguration which, in your opinion, needs public attention.

8. Write a satirical essay, perhaps in the style of Art Buchwald or William Raspberry, focusing attention on some aspect of the inaugural activities.

Writing Activities

1. Encourage students to write poetry on the occasion of Mr. Carter's inauguration.

2. Younger students may wish to write letters to Amy Carter:

   a. To share some interesting information about Washington, D. C.;
   b. To tell her about their particular school;
   c. To welcome her to Washington.

3. Letters may be written to President Carter or Mrs. Carter:

   a. To call their attention to a national problem;
   b. To call their attention to a local problem;
   c. To congratulate them.

4. Students may write a position paper, editorial, article, etc., on some controversial issue facing the President. (The role of women in the new administration; the role of Blacks and other minorities in the new administration; the controversy over the appointment of Judge Bell as Attorney General; the criticisms directed toward Andrew Young for accepting the appointment as U. S. Ambassador to the United Nations.)

5. Students who will take part in the parade or in other planned events may wish to write or tell about their experiences.

6. Students may wish to react to selected cabinet appointees in writing or through speech.

7. Students could cooperate to prepare a classroom newspaper or magazine about the inauguration. Dependent upon their various abilities, interests, and talents, students could contribute art work (illustrations, cartoons), news articles, human interest articles, editorials, short stories, poems.

Role Playing Activity

Students may simulate a television interview situation.

a. Students could be paired so that one person is the interviewer and the other is the guest.
b. Several students could act as a panel to interview the guest following a "Meet the Press" kind of format.

Directions

The interviewer would make an appointment with the student to be interviewed.

The interviewer would write a series of questions to which the guest is to respond.

The questions would be given to the guest so that the guest could prepare appropriate answers.

Suggested equipment

A tape recorder so that students could record their interviews and play them back for improvement of diction, style, intonation.

A video-tape so that students could see and hear themselves and the class could give constructive feedback.

Schools that have closed circuit TV could televise the interviews for the entire school.

Suggested people to be interviewed

Students might role-play such persons as:

President Carter
Mrs. Rosalyn Carter
Amy Carter
Mrs. Lillian Carter
Billy Carter
Andrew Young
Mrs. Patricia Harris
Representative Barbara Jordan

Other designated Cabinet members
Amy Carter's teacher or classmates
A Secret Service officer assigned to
protect the First Family.

Students may write and present skits on subjects of their choosing that are related to the inaugural celebrations or the arrival of the Carters in D. C.

Foreign Languages

(For discussion, in the target language where possible or in English; also for written reports, letters, etc.)

1. The impact of other countries on our history:

   Explorers and settlers
   Notable personages; i.e., LaFayette; Fermi; von Braun; Marti
   Names of states and cities

2. Evidence of other world cultures in the nation's capital and the nation

   Foreign language words in our vocabulary
   Art, music, foods
   Embassies, and their flags
   Ethnic communities

3. What America has contributed to the world community

4. How people speak; their accents, intonations

   In U.S.A.: South, Midwest, New England

   In Europe: Paris-Marseilles, etc.
   Rome-Naples
   Germanic peoples

   In Latin America: Columbia, Argentina, Cuba, etc.

   In Africa: The dialects, official languages

5. How America elects and inaugurates its Presidents; how other countries do

6. Differences in the celebrations of national holidays here and abroad

7. The participants in the Inauguration; the families of the President and Vice President

8. Bulletin board and other displays: flags of countries, articles by students; clippings on reports of inauguration from abroad, etc., art work

Health Occupations

1. Prepare lessons centered around first aid activities that will be needed as large groups gather to celebrate the "Inauguration."

2. Tie in history of nursing to the years of "Inauguration."

Home Economics

1. Visit the museum to view the First Ladies ball gowns.

2. Plan reception menus suitable for reception, lunch, dinner, tea.

3. Study different preparations of peanut butter:

   a. Soup b. Cookies c. Ice cream

   d. Stuffing e. Casseroles.

4. Review etiquette for -

   a. Receiving line

   b. Buffet table service

   c. Formal sit down dinner

5. Study period furniture (interior decorations) in the White House.

6. Plan menus for the White House, specifically the First Family (one week's menus).

7. Plan rainy day activities for an eight (8) year old child which involves physical, intellectual, social and emotional development.

8 Study the past activities of children who have lived in the White House.

   Define activities which aided the physical, intellectual, social and emotional development of these children.

Music Department
Suggestions for Inaugural Activities

1. Class Project - research music used in past Inaugurals

   a. Create a play using such music
   b. Perform a program using such music

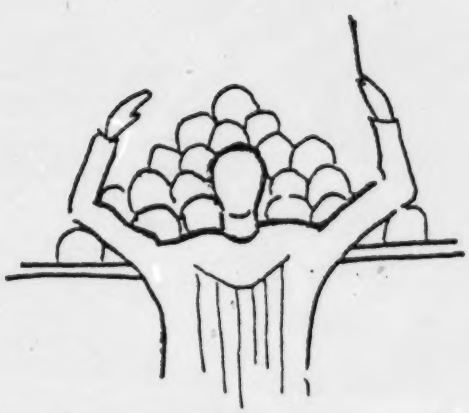
2. Class Project - Identify favorite songs of recent past presidents; teach these songs to students for the Inaugural.

3. Region Project - Organize mini - Inaugural celebration by:

   Using Department of Recreation, school, and community resources.

4. City-wide - publicize Inaugural Ceremony in classrooms, and encourage everyone to attend the Inaugural Parade.

5. Vocal Music Teachers - Have classroom students at elementary level compose music and words for their Inaugural Songs for performance in school program.



Science

Students in science and/or social studies classes may search for information recently published about the science/government/big business complex and the conflicting theories about how each should or does influence the others. Recent issues of Harpers, Saturday Review, Atlantic, Time, Newsweek, and U. S. News and World Report are good sources for this material. Science Magazine has a great deal of editorial comment about government from the scientist's point of view.

Questions such as the following might be asked:

1. What effect might Jimmy Carter's background in science and technology have on his attitudes about environmental and energy problems?

2. What are the dangers inherent in having scientific research sponsored by the government? What are the advantages to this practice?

3. Who was appointed to the Office of Science Advisor to the President during Gerald Ford's administration? What are the duties of this office?

4. Why do the scientists warnings about the effects of pollution on the environment and about energy shortages seem to go unheeded? What are the economic and social implications which influence the public's reaction to scientific research? Should Jimmy Carter attempt to lead American society toward adapting stronger measures to conserve our national resources?

Younger students may be asked to describe some development that scientists and engineers have made: polio vaccine, new kinds of medicines, space flight, airplane flight, and earth satellities used for communication and data collection, or others that children think of. Why is our government interested in having scientists work on new discoveries?

1. Ask children to express their opinions about why Mr. Carter will need the work of scientists and technologists in order to keep our society growing.

2. Make a collage of pictures from magazines which show machines that government workers will use while working for Mr. Carter.

3. Write a science fiction story. Pretend that it is 1980 and tell about Mr. Carter's arranging for new scientific machinery to make life exciting for everyone. Draw science fiction pictures about life in the White House.

Social Studies

Search through newspapers and news magazines for pictures of the new Cabinet. Describe duties of each person.

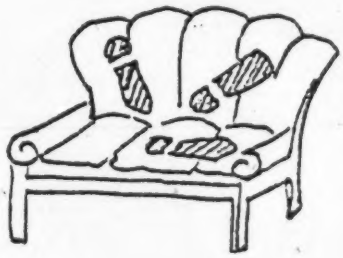
Make a collage indicating the various duties of the President. Place on the school bulletin board.

Read Carter's inaugural speech carefully. Pick out five important statements, ranking them in order of importance.

Pretend you have a pen pal in an elementary school in Moscow. Write a letter explaining in simple terms how President Carter was elected.

Prepare a stamp exhibit showing the Presidents in chronological order.

Read in the library about the inauguration of Andrew Johnson in 1829. Compare it to the inauguration of 1977. Write an "eyewitness" account for your school paper of either inauguration.



Essays for students:

1. Write a composition about a person you think would make or have made a good President. Give reasons, including qualifications you think most important.

2. We never seem to know what to do with the expertise of ex-Presidents. How should the U. S. use its ex-Presidents to best advantage?

3. The position of First Lady carries with it great responsibilities, for the First Lady is in many ways at the head of the nation and her actions are a reflection upon the entire country. Write an essay stating your views on the role of the First Lady in the new administration.

Role-Playing

Try to make the Constitution "speak" by assigning to various members of the class some institution dealing with the Presidency. One student could be the Electoral College, another as House of Representatives, a third the states. Each could then tell the part he or she plays in the making of the President.

Map

Draw a simple map of downtown D. C. Locate on it the Capitol, the White House, the Washington Monument, the Lincoln Memorial and the Jefferson Memorial. Write a set of directions for a visitor who wants to see these places leaving from your school.

Analysis of Election Results

From the library get a news magazine from November 1976 showing the figures on the results of the election. Answer the following after studying the statistics:

What percentage of the total popular vote did Carter get?
What percentage of the total electoral vote did Carter get?
How many states went to Ford?

Explain the following observation made by President Eisenhower: "A President never escapes from his office."

When he was president, Mr. Truman had on his desk a small sign which read: "The buck stops here." Explain the meaning of it.

Research Projects

1. Use President Carter's recent autobiography and recent newspaper articles to find out his point of view on the following values held by most Americans. (The class can be divided into groups, with each group taking one value to work on.)

   a. Americans value laws which change to meet the needs of changing times.
   b. Americans value the spread of educational opportunities.
   c. Americans value the principle that civilians should control the armed forces.
   d. Americans believe that all ethnic and minority groups should share in the benefits provided by our free enterprise economy.
   e. Americans value the sharing of the powers of government.
   f. Americans value the pursuit of excellence in the quality of life.

2. The White House was first known as the "President's Palace." Find out about the architect James Hoban and trace the history of the White House from October 1972 through the war of 1812, and the renovations made during the Truman Administration. Visit the White House to see how each administration made its own changes there.

3. The American people are concerned with education. Find the answers to the following:

   a. Who were the nine Presidents who did not have the benefit of a college education?
   b. Which five American Presidents attended Harvard?
   c. Which college did Carter attend?

Quotable Quotes

Which Presidents made the following statements:

a. "The world must be made safe for democracy."
b. "Let the word go forth...to friend and foe alike, that the torch has been passed to a new generation of Americans..."
c. "The business of America is business."
d. "Speak softly and carry a big stick."
e. "A house divided against itself cannot stand."
f. "The only thing we have to fear is fear itself."

How many of these Presidents do you know by their nicknames?

Honest Abe	Teddy
Old Hickory	Silent Cal
The Sage of Monticello	Ike
Jack	The Railsplitter

Debate Topics

1. The electoral college systems has many shortcomings. Resolved, that the President ought to be elected by direct popular vote.

2. The question of Presidential tenure has been a matter of concern for many years. Resolved, that Presidents should be elected for six years, with no eligibility for being President again.

3. Over 3000 amendments have been suggested but only 26 have been approved. Resolved, our process of amending the Constitution is too slow and needs to be revised.

A Bibliography of Selected Books by or About President Jimmy Carter

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Turner, Robert W. "I'll Never Lie to You": Jimmy Carter in His Own Words. Ballantine. 1976.

Wheeler, Leslie. "Jimmy Who?" An Examination of a Presidential Candidate, Jimmy Carter. Barrons Educational Series. 1976.

For current material, please consult the Readers Guide to Periodical Literature for articles appearing in such magazines as Harpers Monthly, The New Republic, The Saturday Review, Atlantic Monthly, Time, Newsweek.

Appendix

Remarks by President-Elect Jimmy Carter at the Martin Luther King, Jr. Hospital, Los Angeles, California, June 1, 1976

We are here today to honor a man with a dream.

We are here to honor a man who lived and died for the cause of human brotherhood.

Martin Luther King, Jr., was the conscience of his generation.

He was a doctor to a sick society. He was a prophet of a new and better America. He was a southerner, a black man, who in his too-short life stood with Presidents and kings, and was honored around the world, but who never forgot the poor people, the oppressed people, who were his brothers and sisters and from whom he drew his strength.

He was the man, more than any other of his generation, who gazed upon the great wall of segregation and saw that it could be destroyed by the power of love.

I sometimes think that a southerner of my generation can most fully understand the meaning and the impact of Martin Luther King's life.

He and I grew up in the same South, he the son of a clergyman, I the son of a farmer. We both knew, from opposite sides, the invisible wall of racial segregation.

The official rule then was "separate but equal," but in truth we were neither-not separate, not equal.

When I was a boy, almost all my playmates were black. We worked in the fields together, and hunted and fished and swam together, but when it was time for church or for school, we went our separate ways, without really understanding why.

Our lives were dominated by unspoken, unwritten, but powerful rules, rules that were almost never challenged.

A few people challenged them, not in politics, but in the way they lived their lives. My mother was one of those people. She was a nurse. She would work twelve hours a day and then come home and care for her family and minister to the people of our little community, both black and white.

My mother knew no color line. Her black friends were just as welcome in her home as her white friends, a fact that shocked some people, sometimes even my father, who was very conventional in his views on race.

I left Georgia in 1943 and went off to the navy and by the time I returned home ten years later, the South and the nation had begun to change.

The change was slow and painful. After the Supreme Court outlawed school segregation, the wrong kind of politicians stirred up angry resistance, and little towns like mine were torn apart by fear and resentment.

Yet the change was coming. Across the South, courageous young black students demanded service at segregated lunch counters. And in the end they prevailed.

In Montgomery, a woman named Rosa Parks refused to move to the back of the bus, a young clergyman named Martin Luther King joined the protest, and a movement had found its leader.

In 1961, we had a new President, John Kennedy, who responded to the demands of the civil rights movement, and who used the power of his office to enforce court orders at the University of Alabama and the University of Mississippi, and who by the last year of his life was giving moral leadership in the struggle for equal rights.

In August of 1963 Martin Luther King stood on the steps of the Lincoln Memorial in Washington and told a quarter of a million people of his dream for America.

"I have a dream,"he said, "I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slaveowners will be able to sit down together at the table of brotherhood."

"I have a dream," he said, "that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream."

And so the dream was born. The challenge was made. The rest was up to America.

Three months after Dr. King's speech, President Kennedy was dead, and we had a new President, a Texan, a man whom many black people distrusted. But soon Lyndon Johnson stood before the Congress of the United States and promised, "We shall overcome!"

Lyndon Johnson carried forward the dream of equality. He used his political genius to pass the voting rights bill, a bill that was the best thing that happened to the South in my lifetime. The voting rights act did not just guarantee the vote for black people. It liberated the South, both black and white. It made it possible for the South to come out of the past and into the mainstream of American politics.

It made it possible for a southerner to stand before you this evening as a serious candidate for President of the United States.

But war came, and destroyed Lyndon Johnson's Great Society. Martin Luther King spoke out against the war. There were those who told him to keep silent, who told him he would undercut his prestige if he opposed the war, but he followed his conscience and spoke his mind.

Then in the spring of 1968 he went to Memphis to help the garbage workers get a decent wage, to help the men who did the dirtiest job for the lowest pay, and while he was there he was shot and killed.

But his dream lives on.

Perhaps some of you remember the night of Dr. King's death. Robert Kennedy was in Indianapolis, running for President, speaking before a black audience. At this point, on that awful night, Robert Kennedy was perhaps the only white politician in America who could have spoken to black people and been listened to.

Let me tell you what he said.

He said, "What we need in the United States is not division, what we need in the United States is not hatred, what we need in the United States is not violence and lawlessness, but love and wisdom and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black."

Those words are still true today.

We lost Martin Luther King, Jr.
We lost Robert Kennedy.
We lost the election that year to men who governed without love or laughter, to men who promised law and order and gave us crime and oppression.

But the dream lived on.
It could be slowed, but never stopped.

In Atlanta, a young man named Andrew Young, who had been Martin Luther King's strong hand, was elected to the Congress of the United States.

All over America, black men and women were carrying the dream forward into politics.

In Georgia, when I was governor, we appointed black people to jobs and judgeships they had never held before, and one day we hung a portrait of Martin Luther King, Jr., in our state capitol.

There were protests, but they didn't matter. Inside our state capitol, Coretta King and Daddy King and Andy Young and I and hundreds of others joined hands and sang "We Shall Overcome."

And we shall.

I stand before you, a candidate for President, a man whose life has been lifted, as yours have been, by the dream of Martin Luther King.

When I started to run for President, there were those who said I would fail, because I am from the South.

But I thought they were wrong. I thought the South was changing and America was changing, I thought the dream was taking hold.

And I ran for President throughout our nation.

We have won in the South, and we have won in the North, and now we come to the West and we ask your help.

For all our progress, we still live in a land held back by oppression and injustice.

The few who are rich and powerful still make the decisions, and the many who are poor and weak must suffer the consequences. If those in power make mistakes, it is not they or their families who lose their jobs or go on welfare or lack medical care or go to jail.

We still have poverty in the midst of plenty.

We still have far to go. We must give our government back to our people. The road will not be easy.

But we still have the dream, Martin Luther King's dream and your dream and my dream. The America we long for is still out there, somewhere ahead of us, waiting for us to find her.

I see an America poised not only at the brink of a new century, but at the dawn of a new era of honest, compassionate, responsive government.

I see an American government that has turned away from scandals and corruption and cynicism and finally become as decent as our people.

I see an America with a tax system that does not steal from the poor and give to the rich.

I see an America with a job for every man and woman who can work, and a decent standard of living for those who cannot.

I see an America in which my child and your child and every child receives an education second to none in the world.

I see an American government that does not spy on its citizens or harass its citizens, but respects your dignity and your privacy and your right to be let alone.

I see an American foreign policy that is firm and consistent and generous, and that once again is a beacon for the hopes of the world.

I see an American President who does not govern by vetoes and negativism, but with vigor and vision and affirmative leadership, a President who is not isolated from our people, but feels their pain and shares their dreams and takes his strength from them.

I see an America in which Martin Luther King's dream is our national dream.

I see an America on the move again, united, its wounds healed, its head high, a diverse and vital nation, moving into its third century with confidence and competence and compassion, an America that lives up to the majesty of its Constitution and the simple decency of its people.

This is the America that I see, and that I am committed to as I run for President.

I ask you help.
You will always have mine.
Thank you.

Taken from:

Schram, Martin. Running for President. Pocket Books, 1976.